DOCUMENT RESUME

ED 336 353 SP 033 251

AUTHOR Cardinal, Bradley J.
TITLE An Old Wine in a New Bottle: Opportunities for Physical Educators to Package and Deliver It, not Just Stomp Grapes.
PUB DATE 90
NOTE 10p.; Paper presented at the Annual Conference of the Western College Physical Education Society (35th, Reno, NV, October 17-19, 1990).
PUB TYPE Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Financial Support; *Health Promotion; Higher Education; Physical Education; *Physical Education Facilities; *Physical Fitness; *Physical Recreation Programs; Program Development; School Community Relationship
IDENTIFIERS *Eastern Washington University

ABSTRACT

To avoid the "old wine" of the past and move toward the future, physical education professionals will have to document what they do and change the way they package and deliver it. In 1975 Public Law 93-641 was passed and a report of the U.S. Surgeon General was released which called for health promotion and disease prevention. The report triggered a physical fitness and health promotion movement in the United States. Instead of limiting programs to the needs of physical education majors, physical education programs must move toward the delivery of programs that serve the health, fitness, and wellness needs of everyone. One school that has initiated such a program is Eastern Washington University (EWU). The Health, Physical Education, and Athletic Department began a fitness-wellness center, "The Body Shop." The Body Shop program uses a holistic, preventive approach as it focuses on establishing a base of physical fitness in its participants, as well as improvement of lifestyle variables. Since its establishment in 1987, the program has served the fitness and wellness needs of over 10,000 people ranging in age from 12 to 83. The program was initiated under a self-supporting financial plan and an EWU loan from the central administration. The original debt has been retired and the funds which the program generates are earmarked for continued development of programs for the university and the community. (AMH)

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ED336353

AN OLD WINE IN A NEW BOTTLE: OPPORTUNITIES FOR PHYSICAL EDUCATORS TO PACKAGE AND DELIVER IT, NOT JUST STOMP GRAPES

Presented as part of the

"Young Scholar's Award" Program

at the

35th Annual Conference of the

Western College Physical Education Society (WCPES)

October 17-19, 1990

Reno, Nevada

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Bradley J. Cardinal, M.S.

Present Position
Graduate Assistant and Doctoral Degree Candidate
Department of Physical Education
Temple University

Former Position
Assistant Professor and Director
The Body Shop Wellness-Fitness Center
Eastern Washington University

Running head: AN OLD WINE IN A NEW BOTTLE

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OBITUARY/THE YEAR 2005

Graveside services are being held for Departments of Physical Education five years following the "Year 2000 Objectives for the Nation" report in which Physical Education was viewed as unnecessary by politicians, university administrators and the American society as a whole. The exact cause of death is known as "academic natural selection."

Physical Education, which was born in 1891 at Harvard University as the Department of Anatomy, Physiology and Physical Training, is survived by Departments of: Preventive Medicine and Health; Rehabilitive Medicine and Health; and Health, Fitness and Wellness Promotion.

"ACADEMIC NATURAL SELECTION" DOES NOT HAVE TO BE OUR DESTINY

Despite exhausting efforts, the process of "academic natural selection" continues to exist today. The "academic natural selection" process tends to follow the model of financially supporting and allocating university resources to "academically credible" departments. These "academically credible" departments (through the work of their faculty) provide sound curriculums which generate a high level of full time equivalent students (FTES); obtain external funding; publish in refereed journals; present papers at national and international meetings; serve on the Boards of professional organizations; serve as expert witnesses in the courts; serve on major university committees; are visible throughout the community providing services; and, of course, do an outstanding job of educating students. These are the activities which tend to make a department "academically

credible" and therefore "safe" from expiration due to the "academic natural selection" process.

Given this set of circumstances, "survival" ought to be the buzz word for many Physical Education Departments. For too long physical educators have operated their programs with the idea of maintaining the status quo --- this limited vision can no longer be tolerated. Physical Educators are going to have to face up to the challenges ahead of them by altering and documenting their activities, if they are to survive and avoid earlier practices referred to by McCloy (1940) as:

> ...buried at the bottom of the Fissure of Archiac Tradition, their functions and educational connections more than dubious, and apparently all too well protected from the external stimuli of research and expirament [sic] to be forced to progress except through the slow process of accidental contact with the overwash [sic] from the teachings of the philosophers of general education.

To avoid the "old wine" of the past and move towards the "new bottles" of the future, physical education professionals are going to have to document what they do and change the way they package and deliver much of it ("If you always do what you've always done, you'll always get what you've always got"). As Lee (1937) stated:

> As physical education has progressed from the day of formal drill to the new day of recreational activities, from an overtraining for the few to an enrichment of life for the many, from the big muscle movement of the trainer to the efficient

> health idea of the educator, from the generalized training of the masses to the specialized attention of the individual, from the side show of the hanger-on to the main tent of education, so it must keep on progressing to meet the future hopes of a new generation.

With fewer resources available and competition fierce for existing resources, physical educators must either alter what they are doing or discover "new" methods for packaging and delivering their "old wine."

THE FITNESS DILEMMA - PERHAPS IT'S THE ANSWER

In January of 1975, Public Law 93-641 was passed. The foundation of this law was, "...large segments of the public are lacking in basic knowledge regarding proper personal health care." Following this announcement, the Surgeon General released a report which called for health promotion and disease prevention (U.S. Department of Health, Education and Welfare, 1979). Since this time, the American populations interest in fitness and health has grown and fitness, health and wellness activities now appear to be part of our society (U.S. Department of Health and Human Services, 1989; Cardinal and Krause, 1989; Hoeger, 1989; Staff, 1982, May 3); however, even with the trend towards physical fitness, health and wellness in society, less than 20 percent of all adults engage in beneficial physical activity and coronary heart disease factors have been documented in children and youth aged seven to 17 (Dishman

and Dunn, 1988). If we choose to ignore this, then we may very well face Blackwell Jr.'s (1990) question, "What explanation can we give our country and the parents of the students who have grown fat, unfit, and increased their risk of CHD under our tutelage?" and read an obituary column much like the one described earlier.

MOVING TOWARDS A "SOLUTION"

The delivery of physical education programs in colleges and universities has traditionally been limited to serving the needs of physical education majors, athletes and those enrolled in the general activity program. This, according to Krause (1987), has lead to the demise of physical education programs across the nation. Physical education programs, to survive, must defy these archaic traditions and move towards the delivery of programs which serve the health, fitness and wellness needs of everyone regardless of their ethnic background, gender, size, shape, special conditions, socioeconomic background, skill level or ability level. This is what we not only ought to do, but must do if, we are to survive as a profession. By making this commitment to health, fitness and wellness, we are not only updating our role within the university, but joining forces with other professional groups in striving to serve the needs of a more health oriented society.

A SOLUTION MODEL WITH "SURVIVAL" CHARACTERISTICS

Transcending barriers requires risks, but some institutions have already begun taking those risks. One such school is Eastern Washington University (EWU). In the fall of 1987, EWU through the then Health, Physical Education and Athletic (HPEA) Department began a unique fitness - wellness center concept ("The Body Shop") which incorporated time controlled circuit training ("Fast Fitness Circuits") with high technology, state of the art, resistance and endurance machines. Also, pre- and post-program physical fitness assessments were performed, recorded and stored on computer disks with subsequent data analysis and program evaluation occurring. The Body Shop program focused on establishing a base of physical fitness in its participants, as well as the improvement of other lifestyle variables. This "wellness approach" was described by Cardinal (1990) as a holistic, preventative approach toward health, physical fitness and well being which focused on the eduction, growth and self actualization of the various and diverse constituents of EWU. Over the past three years, the program has served the health, fitness and wellness needs of over 10,000 people ranging in age from 12 to 83 and has had greater attendance than <u>all</u> sporting events and cultural enrichment events <u>combined</u> on the EWU campus. The Body Shop was referred to by Hoeger (1990,

February 16) as, "...leading the way among colleges and universities in the United States in terms of fitness services provided to students, faculty, and staff." The program has also been featured across many borders through written, verbal and visual media. Visitors to the center include groups from Russia, Costa Rica, Canada, Japan and China, as well as many colleges and universities from across the United States.

Another interesting facet of The Body Shop program, was that is was initiated under a self-supporting financial plan and an EWU "loan" from the central administration. In its first two years of operation, the original debt of $150,000 was retired. The funds the program now generates (approximately $65,000 per year) are earmarked for the continued development of the health, fitness and wellness opportunities provided to EWU and the community by the HPEA Department.

The key characteristics which make this, and other avant-garde physical education programs like it, unique are that they respond to the needs of the American public by offering programs and services which place a premium on preventive health, physical fitness and wellness and are: flexible rather than rigid; focused on self-help rather than institutional help; decentralized rather than centralized; pro-active rather than reactive; provide multiple options rather than either/or choices; and focus on action learning

rather than formal learning. These truly are the survival characteristics which will protect physical education programs against the destiny outlined in the "Obituary/The Year 2005" column where physical education died due to its own failure to recognize and respond to the needs of the American public.

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